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ABSTRACT

Given the increasingly diverse makeup of the United States, the probability is high that counselors in all settings will work with clients of differing cultural backgrounds. Accrediting associations, including the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), have recently included cultural and/or diversity content in their training standards. The primary purpose of this preliminary study was to assess recent graduates' perceptions of their multicultural counseling training in their respective entry-level counseling programs. Professional counselors (N=59) were surveyed to assess their perceptions of the multicultural training. A majority of the professional counselors reported that their entry-level counseling programs required and offered multicultural counseling courses. At the same time, however, the respondents reported that many core curriculum courses were not infused with multicultural content. Responses from graduates of CACREP accredited programs did not differ from those of non-CACREP programs. The results revealed that ethnic minority faculty and students are still underrepresented in counseling programs, which raises concerns that students are not receiving adequate training for multicultural counseling. An appendix presents the survey administered. (Contains 5 tables and 32 references.) (EMK)

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Running head: MULTICULTURAL COUNSELING TRAINING

Multicultural Counseling Training: A Preliminary Study

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Abstract

A survey was used to assess 59 professional counselors' perceptions of multicultural training in their entry-level programs. A majority of the professional counselors reported that their entry-level counseling programs required and offered multicultural counseling courses. At the same time, however, the respondents reported that many core curriculum courses were not infused with multicultural content. The results revealed that ethnic minority faculty and students are still underrepresented in counseling programs.

Multicultural Counseling Training: A Preliminary Study

Given the increasingly diverse make-up of the United States, the probability is high that counselors in all settings will work with clients of differing cultural backgrounds (Sue, 1998). For this reason, counselor educators have steadily developed courses and other training approaches designed to address the relevance of culture in the counseling process (e.g., D'Andrea & Daniels, 1991; Lewis & Hayes, 1991; Ridley, 1995). In fact, Hollis and Wantz (1990) indicated that multicultural counseling courses were the most frequently added new courses in counselor preparation programs. This movement to recognize multiculturalism as a critical element in counselor preparation has even been cited as the "fourth force in counseling" (Pederson 1990, p. 93).

Given the increased attention to multiculturalism in counseling, several accrediting organizations have included cultural and/or diversity content into their standards of preparation or accrediting criteria. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the accreditation body for both master's and doctoral level counselor education programs, recently incorporated multiculturalism into their training standards (CACREP, 1994). The standards for master's level programs include five sections: The Institution, Program Objectives and Curriculum, Clinical Instruction, Faculty and Staff, Organization and Administration, and Evaluations in the Program. The Program Objectives and Curriculum section consists of eight core curriculum areas in which all students are expected to have curricular experiences and demonstrated knowledge. The eight core areas of study are as follows: (a) Human Growth and

Development, (b) Social and Cultural Foundations, (c) Helping Relationships, (d) Group Dynamics, (e) Lifestyle and Career Development, (f) Appraisal, (g) Research and Evaluation, and (h) Professional Development.

In the 1994 CACREP standards, curricular experiences in multicultural counseling are specifically incorporated into the Social and Cultural Foundations core area. This knowledge area includes studies that provide an understanding of the following issues:

a. multicultural and pluralistic trends including characteristics and concerns of diverse groups;

b. attitudes and behavior based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability;

c. individual, family, and group strategies with diverse populations; and

d. ethical considerations (CACREP, 1994, p. 50)

Multicultural perspectives are also included in three other core areas of the standards: Helping Relationships, Lifestyle and Career Development, and Appraisal. The Helping Relationship core area stresses studies that include "counselor or consultee characteristics and behaviors that influence helping processes including age, gender and ethnic differences..." (p. 50). The Career and Lifestyle Development area encourages studies that provide an understanding of "interrelationships among work, family, and other life roles and factors including multicultural and gender issues as related to career development" (p. 51). And

finally, the Appraisal area includes studies that focus on "age, gender, ethnicity, language, disability, and culture factors related to the assessment and evaluation of individuals and groups" (p. 51).

Other important aspects of the 1994 CACREP standards that mention cultural issues are the Clinical Instruction, Faculty and Staff, and Organization and Administration sections. The section concerning clinical instruction requires accredited programs to provide students with clinical experiences with clients representative of the ethnic, lifestyle, and demographic diversity of their community. The Faculty and Staff section requires that programs make an effort to recruit and retain program faculty members that are representative of the diverse cultures in the community. In addition, the 1994 standards call for program faculty to develop a "policy to recruit students representing a multicultural and diverse society" (p. 59).

Despite the emphasis placed on multiculturalism in accreditation standards, there has been limited research related to the state of multicultural counseling training in entry-level counseling programs. Numerous studies have examined multicultural training in APA-accredited counseling psychology programs (Hills & Strozier, 1992), clinical psychology programs (Bernal & Castro, 1994), and school psychology programs (Rogers, Conoley, Ponterotto, & Wiese, 1992). For instance, Rogers et al. suggested that APA-accredited programs were somewhat more likely than non-accredited programs to integrate cultural themes into courses, provide students with an opportunity to take minority issues courses, and publish relevant research on minority issues. In another study, Constantine, Ladany, Inman, and Ponterotto (1996) assessed

counseling psychology students' perceptions of multicultural training in their programs. The results of this study indicated that students believed their programs had required multicultural courses, diverse teaching strategies, varied evaluation methods and multiculturally sensitive faculty. In contrast, they perceived their programs as lacking bilingual faculty, leadership and support regarding multicultural issues, multicultural competence assessment, and multicultural resource centers. In the only study that examined multicultural training in CACREP-accredited programs, Dinsmore and England (1996) surveyed 69 department chairpersons of CACREP-accredited programs. Although their findings suggested that CACREP-accredited programs are attempting to include multicultural objectives, they noted the need for more research related to multicultural training in CACREP-accredited programs.

The primary purpose of this preliminary study was to assess recent graduates' perceptions of their multicultural counseling training in their respective entry-level counseling programs. Whereas previous studies surveyed program directors and chairpersons (e.g., Dinsmore & England, 1996; Hills & Strozier, 1992; Rogers et al., 1992), the author of this study chose to survey recent graduates of counseling and counselor education programs. The assumption was that recent graduates would be more forthright about program curricula. In addition, graduates in or after 1994 were selected to participate in this study because the 1994 CACREP standards include extensive recommendations related to multicultural counseling.

Method

Instrument

A 61-item survey was developed to assess the counselors' perception of multicultural training in their entry-level counseling programs. The survey items were based on the 1994 CACREP training standards and a review of the counseling literature pertaining to multicultural training. Feedback on the content and format of the survey was solicited from several persons noted for their expertise in multicultural issues, as well as from 17 pilot study participants, all of whom were counselors. As a result of their recommendations, several format and wording changes were made to the initial survey.

The items on the revised survey were divided into six sections: (1) Multicultural Counseling Curriculum in Entry-level Graduate Program; (2) Faculty and Students in Entry-Level Program; (3) Multicultural Clinical Experiences in Entry-Level Program; (4) Post-Graduate Multicultural Training and Experience; (5) Demographic Information; and (6) Self-Assessment of Multicultural Counseling Competence and Training. For sections One through Four, respondents were asked to indicate information regarding their entry-level and post-graduate multicultural counseling training experiences. Section Five included demographic information such as gender, age, ethnic background, year of graduation with highest degree and accreditation status of graduate counseling program. The results from sections One through Three and section Five will be reported in this article (see Appendix).

Procedure

A stratified sample of 500 professional counselors was drawn from the

membership of the American Counseling Association (ACA, N = 55,281). The sample was stratified both by ethnic background and recency of graduation. In order to insure an adequate sample size of ethnic minority counselors to permit valid comparisons based on ethnicity, an attempt was made to oversample ethnic minorities. This was accomplished by recruiting half of the sample from the membership of AMCD (n = 250), the division of ACA that includes the most ethnic minority members. Further, in an attempt to insure an adequate sample of recent graduates of CACREP programs, one-half of the non-AMCD (n = 125) and AMCD members (n = 125) were recruited from those ACA members who joined after 1992.

The 61-item survey was mailed to 500 prospective respondents along with a cover letter explaining the purpose of the study and instructions for completion of the instrument. A self-addressed, stamped envelope was included to encourage return of the surveys. No follow-up letters or surveys were mailed due to the lack of additional funds. After eight weeks, 151 surveys (30%) were returned. This study is based on the 59 surveys returned by counselors who graduated in or after 1994.

Participants

Thirty-five (59%) of the respondents graduated from CACREP-accredited counseling programs after 1994 and 24 graduated from non-CACREP-accredited programs. Eighty-nine percent held a master's degree while six percent had education specialist degrees and five percent held doctoral degrees. Work settings represented in the sample included: schools (27%), mental health agencies (23%), colleges/universities (11%), community agencies (11%), private practice (5%), and

other (6%). Most of the respondents were White (74%) and female (76%). The remaining respondents were African American/Black (12%), Latino/Hispanic (3%), Asian (5%) and other (5%). A majority of the respondents were between 25-34 years old (46%). Twenty-three percent were between 35-44 years old and 22% were 45-54 years old. The remaining respondents were either between 55-64 or under 24 years old.

Results

Curriculum

The data revealed several findings regarding the multicultural curriculum of counseling programs. First, 63% (n = 37) of the respondents indicated that their entry-level counseling program required students to take a course that focused on multicultural issues. A majority (68%; n = 25) of the respondents who indicated that their programs required a multicultural course were graduates of CACREP programs. Nevertheless, results of an analysis of variance revealed no significant difference between CACREP and non-CACREP graduates' responses to the item addressing the multicultural course requirement ($F[1,57] = 2.83$, $p = .098$).

Secondly, a large number of the respondents (69%; n = 41) reported that their entry-level program offered at least one multicultural counseling course (see Table 1). Sixty-six percent (n = 23) of those respondents were graduates of CACREP programs. At the same time, however, 14% (n = 8) of the total number of respondents indicated that their programs offered no course that focused on multicultural issues. Those respondents who graduated from programs with no multicultural course were graduates of both CACREP (n = 5) and non-CACREP

accredited programs (n = 3). The remaining respondents indicated that their programs offered more than one multicultural course.

Insert Table 1 About Here

Table 2 presents the frequencies of CACREP and non-CACREP graduates' responses to the question, "How many multicultural courses did you take?" Based on the results, most of the respondents (63%; n = 37) had taken at least one multicultural counseling course. Thirty-two percent (n = 19) of the respondents indicated that they had not taken any of the offered multicultural courses. The remaining respondents reported that they had taken more than one multicultural counseling course.

Insert Table 2 About Here

The respondents of this study indicated that certain curriculum areas were infused with multicultural content while other areas were not (see Table 3). The results indicate that courses in the Helping Relationships and Counseling Theories curricular area were infused with multicultural content more than any other area (66%; n = 39). At the other extreme, 63% (n = 37) of the respondents indicated that multicultural content was not included in courses dealing with Research and Program Evaluation and Professional Orientation. More graduates (n = 25) of CACREP-accredited programs indicated that courses related to Social and Cultural

Foundations were infused with multicultural content. In contrast, a majority of the CACREP graduates (n = 23) indicated that Appraisal courses were not infused with cultural factors. Research and Program Evaluation received the least number of responses among graduates of non-CACREP-accredited programs. Table 3 presents the results of a MANOVA test to compare CACREP and non-CACREP graduates' responses to the item regarding the infusion of multicultural content in core curricular areas. The results indicate no significant differences between CACREP and non-CACREP graduates' responses.

Insert Table 3 About Here

Faculty and Students

A summary of the responses to the item regarding ethnic minority faculty representation is presented in Table 4. Overall, a majority (48%) of the respondents reported that their programs had either one or two ethnic minority faculty members. Thirty-seven percent (n = 22) of the respondents indicated that their entry-level programs had no ethnic minority faculty members. A majority of the respondents (n = 14) who graduated from programs with no ethnic minority faculty member were graduates of CACREP programs.

Insert Table 4 About Here

Most of the respondents (48%; n = 28) reported that ethnic minority students made up less than 10% of the students in their entry-level program (see

Table 5). Another 30% (n = 18) of the respondents indicated that their program's ethnic minority student population was between 10% and 25%. Interestingly, 54% (n = 19) of the respondents who reported that ethnic minority students made up less than 10% of their program's student population were graduates of CACREP programs.

Insert Table 5 About Here

Clinical Experiences

Providing counselor interns with a diverse clientele is a vital component of multicultural training (Holcomb-McCoy, 1998). A majority of the respondents (76%; n = 45) in this current study indicated that clinical experiences with ethnic minority clients was not required. Nevertheless, 85% (n = 50) reported that they had clinical experiences with ethnic minority clients. Of those respondents who had clinical experiences with ethnic minority clients, 24% (n = 14) reported that they spent 10-25% of their time working with ethnic minority clients; 19% (n = 11) spent less than 10% of their time with ethnic minority clients; 19% (n = 11) spent 26-50%; 10% (n = 6) spent 51-75%; 8% (n = 5) spent 91-100% and; 3% (n = 2) spent 76-90% of their time working with ethnic minority clients.

When comparing the clinical experiences of CACREP and non-CACREP graduates, there are very few differences. Eighty-two percent (n = 28) of the graduates from CACREP programs and 71% (n = 17) of the graduates of non-CACREP programs responded that their programs did not require clinical experiences with ethnic minority clients. However, a majority of both CACREP

and non-CACREP graduates reported that they had clinical experiences with ethnic minority clients (85% and 88% respectively).

When asked if at least one ethnic minority client was discussed in supervision, 85% (n = 50) of the respondents reported "yes." Of the 50 respondents who answered affirmatively, 58% (n = 29) were graduates of CACREP programs. The eight respondents who indicated that they had not discussed an ethnic minority client in supervision, were asked if supervision ever focused on multicultural issues. Two respondents answered affirmatively whereas six answered negatively. Of the six who responded that supervision never focused on multicultural issues, four were graduates of CACREP programs.

Discussion

The results of this study highlight several important issues about students' perceptions of multicultural counseling training in entry-level counseling programs. Moreover, the findings suggest that there are no significant differences between the graduates' perceptions of multicultural training in CACREP and non-CACREP accredited counseling programs. Given that the 1994 CACREP standards have only been in effect for four years, the participants' responses could imply that CACREP programs have not had sufficient time to fully implement the multicultural components.

The findings suggest that most entry-level programs (i.e., CACREP and non-CACREP) require students to take a course focused on multicultural issues. Several studies have established that many counseling psychology programs opt to fulfill accreditation standards by requiring students to take a multicultural course (e.g., Bernal & Castro, 1994; Constantine, Ladany, Inman, & Ponterotto,

1996; Hills & Strozier, 1992). Whether or not these courses promote multicultural competence is still a mystery (D'Andrea, Daniels, & Heck, 1991; Lloyd, 1987; Midgette & Meggert, 1991)

Despite recommendations that the infusion of multicultural content in the curriculum is the optimum model of multicultural counseling training (e.g., Copeland, 1982; D'Andrea & Daniels, 1991), the participants' responses suggest that multicultural content is not being included in CACREP curricula areas such as Career and Lifestyle Development, Appraisal, Research and Evaluation, and Group Work. This possible lack of multicultural infusion in specific core areas could be due to either lack of faculty expertise or low levels of faculty commitment. This is not surprising since it has been reported that resistance against the inclusion of multicultural issues in required curriculum persists in many counseling programs (Mio & Morris, 1986).

As in Dinsmore and England's (1996) study, multicultural content is included often in the Social and Cultural Foundations area. This is not surprising since multiculturalism is a significant component of the Social and Cultural Foundations area of the CACREP standards. Of particular importance was the finding that multicultural content was heavily infused in the Helping Relationships area. Although this is encouraging, there is still need for multicultural content in other curricular areas (e.g., Research and Evaluation).

The underrepresentation of ethnic minority faculty in counselor education programs has been well-documented (e.g., Atkinson, Morten, & Sue, 1989; Ponterotto & Casas, 1987; Young, Chamley, & Withers, 1990). Although the results of this study suggest that many counseling programs have either one or

two ethnic minority faculty members, there is still a considerable number of programs that lack faculty members representative of ethnic and/or racial minority groups. Interestingly, a majority of the respondents who graduated from programs with no ethnic minority faculty member were CACREP program graduates. This is quite disappointing since the CACREP standards require programs to develop policies concerning the recruitment and retention of diverse faculty. Moreover, according to Rogers et al. (1992), improving ethnic faculty representation is needed so that students can have the opportunity to learn from a diverse pool of role models.

Most of the respondents reported that less than 10% of the students in their program represented ethnic and/or racial minority populations. This figure is inconsistent with counseling psychology students' perceptions of counseling programs in a recent study by Constantine et al. (1996). They found that most students' perceived their programs to have at least 30% ethnic/racial student representation. In spite of the recommendation made in the CACREP standards for the retention of diverse student populations, many CACREP graduates reported that less than 10% of their programs' student population consisted of ethnic minority students. As with the recruitment of ethnic minority faculty members, it is plausible that many programs have not instituted programmatic efforts to recruit students of diverse racial and ethnic backgrounds.

Over 75% of the respondents noted that their programs did not require clinical experiences with ethnic minority clients. At the same time, however, over 80% of the respondents reported that they worked with ethnic minority clients and discussed these clients in supervision. This study's results are consistent

with Constantine et al. (1996) who reported that 42% of the counseling psychology students they surveyed had exposure to a multicultural clientele during field work. As suggested in the CACREP standards, it is critical that counselor trainees have direct contact with ethnic minority clients and receive supervision that incorporates multicultural perspectives and practices (Holcomb-McCoy, 1998). In essence, training counselors in multicultural competence and then consigning them to traditional supervision is not beneficial nor appropriate (Ashby & Cheatham, 1996).

Although this study is helpful in determining a preliminary picture of multicultural training in entry-level counseling programs, this study is limited by its self-report methodology and modest return rate. Clearly, an extension or replication with a larger sample is needed to substantiate differences between CACREP and non-CACREP programs' multicultural training status. In addition, the reliability of the data might have been significantly improved if multiple students from specific programs (i.e., CACREP and non-CACREP) had responded to the survey. Multiple respondents might have provided a more accurate view of the programs' multicultural curriculum.

Implications for Future Research

Several considerations for future research emerge from the findings of this study. First, future studies might focus on the extent to which the infusion and the single course models of training impact trainees' level of multicultural competence. Currently, there is no empirical evidence that infusion supports the development of multicultural competence more than a single multicultural course. Secondly, further studies examining counseling programs, both CACREP and non-

CACREP, which effectively integrate multicultural issues into their programs is needed. Additional research designed to determine effective multicultural activities and programmatic structuring would be advantageous for counselor educators. A third area of research concerns the lack of multicultural emphasis in CACREP curriculum areas. For example, enlightening students about the biases and culturally inappropriate practices in testing and research is crucial to the future of counseling. Perhaps exploring pedagogical techniques regarding the integration of cultural content in curricular areas is needed.

An additional consideration for future research would be to examine the policies and efforts of counseling programs to recruit ethnic minority faculty and students. Clearly, the number of ethnic minority faculty is dependent on the number of ethnic minority students who choose to attend doctoral programs in counseling. Therefore, the retention of ethnic minority students is crucial. Improving ethnic representation of students and faculty in counseling programs can only assist counselor educators in the challenge of preparing multiculturally competent counselors.

Conclusion

Although this study is limited by its small sample, it does raise concerns that students are not receiving adequate training for multicultural counseling. The mandated multicultural training set forth through the CACREP standards have seemingly increased the likelihood that counseling programs will offer a multicultural course. Nevertheless, the extent to which these courses and training practices increase multicultural competence is unknown.

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Table 1

Percentage of Multicultural Counseling Courses Offered in Counseling Programs

Program	Number of Courses Offered					
	0	1	2	3	4	5+
CACREP	5(14%)	23(66%)	5(14%)	1(3%)	0(0)	1(3%)
Non-CACREP Accredited	3(13%)	18(75%)	2(8%)	1(4%)	0(0)	0(0)
Total	8(14%)	41(69%)	7(12%)	2(3%)	0(0)	1(2%)

Table 2

Frequencies of How Many Multicultural Courses Taken by Graduates of Counseling Programs

Program	Number of Courses Taken					
	0	1	2	3	4	5+
CACREP	10(29%)	22(63%)	2(6%)	0(0)	0(0)	1(2%)
Non-CACREP	9(37%)	15(63%)	0(0)	0(0)	0(0)	0(0)
Total	19(32%)	37(63%)	2(3%)	0(0)	0(0)	1(2%)

Table 3

MANOVA and Frequencies of Graduates of CACREP-Accredited Programs vs. Graduates of Non-Accredited Counseling Programs on the Infusion of Multicultural Content in CACREP Core Curricular Areas

Curriculur Area	CACREP		Non-CACREP		Total		df	E	p
	Yes	No	Yes	No	Yes	No			
Human Growth and Development	18(51%)	17(49%)	12(50%)	12(50%)	30(51%)	29(49%)	1,57	011	916
Social and Cultural Foundations	25(71)	10(29)	12(50)	12(50)	37(63)	22(37)	1,57	2 83	098
Helping Relationships and Theories	20(57)	15(43)	19(79)	5(21)	39(66)	20(34)	1,57	3 14	082
Group Work	17(49)	18(51)	11(46)	13(54)	28(47)	31(53)	1,57	041	840
Lifestyle and Career Development	15(43)	20(57)	13(54)	11(46)	28(47)	31(53)	1,57	714	402
Appraisal	12(34)	23(66)	12(50)	12(50)	24(41)	35(59)	1,57	1 44	235
Research and Program Evaluation	15(43)	20(57)	7(29)	17(71)	22(37)	37(63)	1,57	1 12	293
Professional Orientation	14(40)	21(60)	8(33)	16(67)	22(37)	37(63)	1,57	262	610

Table 4

Representation of Ethnic Minority Faculty in CACREP and non-CACREP Accredited Entry-Level Counseling Programs

No. of Ethnic Minority Faculty	CACREP		Non-CACREP		Total	
	n	%	n	%	n	%
0	14	40	8	33	22	37
1	9	26	8	33	17	29
2	7	20	4	17	11	19
3	2	6	2	8	4	7
4	1	3	0	0	1	2
5	0	0	1	1	1	2
6	1	3	0	0	1	2
No response	1	3	1	1	2	3

Table 5

Ethnic Minority Student Representation in CACREP and Non CACREP Accredited Counseling Programs

Percentage of Ethnic Minority Students	CACREP		Non-CACREP		Total	
	n	%	n	%	n	%
less than 10%	19	54	9	38	28	48
10-25%	9	26	9	38	18	30
26-50%	4	11	4	16	8	13
51-75%	3	9	1	4	4	7
76-90%	0	0	0	0	0	0
91-100%	0	0	1	4	1	2

Appendix

For this survey, the terms ***"multicultural"*** *and* ***"multicultural counseling"*** *refer to counseling when applied to clients from the five ethnic groups listed by the Association for Multicultural Counseling and Development (AMCD)- - - - African/Black, European/White, Hispanic/Latino, Asian, and Native American.*

[Note: The term "ethnic minority" refers to all ethnic groups listed by AMCD except European/White.]

PART 1: MULTICULTURAL COUNSELING CURRICULUM IN ENTRY-LEVEL GRADUATE PROGRAM

Please provide the following information about the counseling program where you received your entry-level counseling degree (e.g., M.Ed., M.S.).

1. Date of graduation from entry-level counseling program: 19____

2. What was the accreditation status of the program when you graduated?

   1. ____ CACREP
   2. ____ Non-CACREP (e.g., APA, NCATE, none)

3. Did your entry-level counseling program *require* students to take a course that focused on multicultural counseling?

   1. ____ Yes
   2. ____ No

4. How many multicultural counseling courses were offered in your department?_____

5. How many of these multicultural counseling courses did you take?_____

6. In which of the following curricular areas was multicultural counseling content included or infused? (Check all that apply.)

   1. ____ Human Growth and Development
   2. ____ Social and Cultural Foundations
   3. ____ Helping Relationships and Counseling Theories
   4. ____ Group Work
   5. ____ Lifestyle and Career Development
   6. ____ Appraisal
   7. ____ Research and Program Evaluation
   8. ____ Professional Orientation
   9. ____ Other _____

PART 2: FACULTY AND STUDENTS IN ENTRY-LEVEL GRADUATE PROGRAM

Please provide the following information about the faculty and students of your entry-level counseling program.

7. How many faculty members were in your entry-level counseling program? _____

8. How many of these faculty members were ethnic minorities? _____

9. What percentage of your program's student population *would you estimate* was made up of ethnic minority persons?

1. ____ 91-100%
2. ____ 76-90%
3. ____ 51-75%
4. ____ 26-50%
5. ____ 10-25%
6. ____ less than 10%

PART 3: MULTICULTURAL CLINICAL EXPERIENCES IN ENTRY-LEVEL GRADUATE PROGRAM

Please provide the following information regarding your clinical training experiences (i.e., practicum, internships) in your entry-level graduate program.

10. My program required clinical experiences with ethnic minority clients.

1. ___ Yes
2. ___ No

11. I had clinical experiences with ethnic minority clients.

1. ___ Yes
2. ___ No

12. If you answered "yes" on item 11, what percentage of time did you spend working with ethnic minority clients during your clinical experiences?

1. ____ 91-100%
2. ____ 76-90%
3. ____ 51-75%
4. ____ 26-50%
5. ____ 10-25%
6. ____ less than 10%

13. During supervision, did you discuss <u>at least one</u> ethnic minority client?

1. ___ Yes
2. ___ No

14. If you answered "no" on item 13, did supervision ever focus on multicultural issues?

1. ___ Yes
2. ___ No

<u>PART 4: POST-GRADUATE MULTICULTURAL TRAINING AND EXPERIENCE</u>

Please provide the following information regarding your <u>post-graduate</u> multicultural training and experiences.

15. Number of <u>professional development hours</u> (i.e., workshops, conferences)earned in multicultural counseling since graduation.

1. ___ 0
2. ___ 1-10
3. ___ 11-20
4. ___ 21-30
5. ___ 31+

16. Number of multicultural counseling <u>courses</u> taken since graduation.

1. ____ 0
2. ____ 1-2
3. ____ 3-4
4. ____ 5+

17. How many clients/students do you work with per week (give an estimate)? _____

18. How many of these clients/students are ethnic minorities?

_____

19. Do you feel that you are a multiculturally competent counselor?

1. ____ Yes
2. ____ No

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20. Overall, do you feel that you have received adequate multicultural training?

1. ____ Yes
2. ____ No

PART 5: DEMOGRAPHIC INFORMATION

21. **Present Position:** Please check the position which best describes your primary work responsibility--check one only.

1. ___ Counselor/Practitioner
2. ___ Counselor Educator
3. ___ School Counselor
4. ___ Student Personnel Worker
5. ___ Administrator
6. ___ Researcher
7. ___ Consultant
8. ___ Other

22. **Work Setting:** Please check the position which best describes your work setting--check one only.

1. ___ School
2. ___ Mental Health Agency
3. ___ Private Practice
4. ___ College and University
5. ___ Government Agency
6. ___ Business/Industry
7. ___ Employment Service
8. ___ Corrections Facility
9. ___ Community Agency
10. ___ Other _____

23. **Licensure/Certification:** Please check your credentials.

1. ___ National Certified Counselor (NCC)
2. ___ Licensed Professional Counselor (LPC)
3. ___ Other _____
_____

24. **ACA Divisions:** Please list your ACA divisions (e.g. ASCA, ACES, AMCD). Place an asterisk (*) beside your primary division.

_____ _____
_____ _____

25. Education: Please check your highest earned degree.

1. ___ Ph.D., Ed.D.
2. ___ Ed.S.
3. ___ M.Ed., M.A., M.S.
4. ___ B.S., B. A.
5. ___ Other _____

26. Ethnic Background

1. ___ African/Black
2. ___ European/White
3. ___ Hispanic/Latino
4. ___ Asian
5. ___ Native American
6. ___ Other _____

27. Gender

1. ___ Male
2. ___ Female

28. Age Group

1. ___ 65 years +
2. ___ 55-64
3. ___ 45-54
4. ___ 35-44
5. ___ 25-34
6. ___ 24 and under

PART 6: SELF-ASSESSMENT OF MULTICULTURAL COUNSELING COMPETENCE AND TRAINING

Listed on the next pages are competency statements based on the 1995 proposed Multicultural Counseling Competencies and Explanatory Statements developed by the Association for Multicultural Counseling and Development (AMCD) Professional Standards Committee. Please read each competency statement and evaluate your multicultural counseling competence and the training you received using the 4 point scales listed below. In addition, indicate where you received training pertaining to each competency.

Remember, the terms "multicultural," and "culture," refer to the five major ethnic groups: African/Black, European/White, Asian, Hispanic/Latino, Native American. The term "adequate" refers to the quality of being sufficient to complete a task--in this case, counseling ethnically diverse clients.

COMPETENCE

1 - **Not competent** (Not able to perform at this time)
2 - **Somewhat competent** (More training needed)
3 - **Competent** (Able to perform adequately)
4 - **Extremely competent** (Able to perform at a high level)

ADEQUACY OF TRAINING

1 - **No training received**
2 - **Less than adequate training received**
3 - **Adequate training received**
4 - **More than adequate training received**

WHERE TRAINING RECEIVED

MC - **Multicultural course/s in entry level counseling program**
CC - **Core counseling courses (e.g., group counseling, counseling theories, career counseling) including multicultural counseling content**
PD-F - **Formal professional development activities (e.g., workshops,**

seminars)

PD-I - Informal professional development activities (e.g., independent readings, life experiences)

AD - Advanced degree program (e.g., Ph.D, Ed.D.)

	COMPETENCE	ADEQUACY OF TRAINING	WHERE TRAINING RECEIVED (check all that apply)
1. I can discuss my own ethnic/cultural heritage	1 2 3 4	1 2 3 4	MC CC PD-F PD-I AD
2. I am aware of how my cultural background and experiences have influenced my attitudes about psychological processes.	1 2 3 4	1 2 3 4	MC CC PD-F PD-I AD
3. I am able to discuss how my culture has influenced the way I think.	1 2 3 4	1 2 3 4	MC CC PD-F PD-I AD
4. I can recognize when my attitudes, beliefs, and values are interfering with providing the best services to my clients.	1 2 3 4	1 2 3 4	MC CC PD-F PD-I AD
5. I verbally communicate my acceptance of culturally different clients.	1 2 3 4	1 2 3 4	MC CC PD-F PD-I AD
6. I nonverbally communicate my acceptance of culturally different clients.	1 2 3 4	1 2 3 4	MC CC PD-F PD-I AD
7. I can discuss my family's perspective regarding acceptable and non-acceptable codes-of-conduct.	1 2 3 4	1 2 3 4	MC CC PD-F PD-I AD
8. I can discuss models of White Identity Development.	1 2 3 4	1 2 3 4	MC CC PD-F PD-I AD
9. I can define racism.	1 2 3 4	1 2 3 4	MC CC PD-F PD-I AD
10. I can define prejudice.	1 2 3 4	1 2 3 4	MC CC PD-F PD-I AD
11. I can define discrimination.	1 2 3 4	1 2 3 4	MC CC PD-F PD-I AD
12. I can define stereotype.	1 2 3 4	1 2 3 4	MC CC PD-F PD-I AD
13. I can identify the cultural bases of my communication style.	1 2 3 4	1 2 3 4	MC CC PD-F PD-I AD

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	COMPETENCE	ADEQUACY OF TRAINING	WHERE TRAINING RECEIVED (check all that apply)				
14. I can identify my negative and positive emotional reactions toward persons of other racial and ethnic groups.	1 2 3 4	1 2 3 4	MC	CC	PD-F	PD-I	AD
15. I can identify my reactions that are based on stereotypical beliefs about different ethnic groups.	1 2 3 4	1 2 3 4	MC	CC	PD-F	PD-I	AD
16. I can give examples of how stereotypical beliefs about culturally different persons impact the counseling relationship.	1 2 3 4	1 2 3 4	MC	CC	PD-F	PD-I	AD
17. I can articulate the possible differences between the nonverbal behavior of the five major ethnic groups (i.e., African/Black, Hispanic/Latino, Asian, Native American, European/White).	1 2 3 4	1 2 3 4	MC	CC	PD-F	PD-I	AD
18. I can articulate the possible differences between the verbal behavior of the five major ethnic groups (i.e., African/Black, European/White, Hispanic, Asian, Native American).	1 2 3 4	1 2 3 4	MC	CC	PD-F	PD-I	AD
19. I can discuss the counseling implications for at least two models of "Minority Identity Development.	1 2 3 4	1 2 3 4	MC	CC	PD-F	PD-I	AD
20. I can discuss within-group differences among ethnic groups (e.g., low SES Puerto Rican client vs. high SES Puerto Rican client).	1 2 3 4	1 2 3 4	MC	CC	PD-F	PD-I	AD
21. I can discuss how culture affects a client's vocational choices.	1 2 3 4	1 2 3 4	MC	CC	PD-F	PD-I	AD
22. I can discuss how culture affects the help-seeking behaviors of clients.	1 2 3 4	1 2 3 4	MC	CC	PD-F	PD-I	AD
23. I can discuss how culture affects the manifestation of psychological disorders.	1 2 3 4	1 2 3 4	MC	CC	PD-F	PD-I	AD
24. I can describe the degree to which a counseling approach is appropriate for a specific group of people.	1 2 3 4	1 2 3 4	MC	CC	PD-F	PD-I	AD
25. I can explain how factors such as poverty, and powerlessness have influenced the current conditions of at least two ethnic groups.	1 2 3 4	1 2 3 4	MC	CC	PD-F	PD-I	AD
26. I can discuss research regarding mental health issues among culturally different populations.	1 2 3 4	1 2 3 4	MC	CC	PD-F	PD-I	AD

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	COMPETENCE	ADEQUACY OF TRAINING	WHERE TRAINING RECEIVED (check all that apply)
27. I can discuss how the counseling process may conflict with the cultural values of <u>at least two</u> ethnic groups.	1 2 3 4	1 2 3 4	MC CC PD-F PD-I AD
28. I can list <u>at least three</u> barriers that prevent ethnic minorities from using mental health services.	1 2 3 4	1 2 3 4	MC CC PD-F PD-I AD
29. I can discuss the potential bias of two assessment instruments frequently used in the counseling profession.	1 2 3 4	1 2 3 4	MC CC PD-F PD-I AD
30. I can discuss family therapy from a cultural/ethnic perspective.	1 2 3 4	1 2 3 4	MC CC PD-F PD-I AD
31. I can anticipate when my helping style is inappropriate for a culturally different client.	1 2 3 4	1 2 3 4	MC CC PD-F PD-I AD
32. I can help clients determine whether a problem stems from racism or biases in others.	1 2 3 4	1 2 3 4	MC CC PD-F PD-I AD

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